



STAFF EVALUATION

NAME _____

ISSUE No. _____

PERIOD _____ DATE ____/____/____

- Far Exceeds Normal Requirements* Truly exceptional performance.
- Exceeds Normal Requirements* Superior performance that surpasses what is generally expected a majority of the time.
- Meets Normal Requirements* Competent day-to-day performance is obtained. Any shortcomings are generally balanced by some superior performance or characteristics.
- Meets Minimum Requirements* Day-to-day performance generally shows some limitations that are not balanced by superior performance actions.
- Fails to Meet Minimum Requirements* Day-to-day performance shows significant limitations and definite need for improvement is noted.

PERFORMANCE DIMENSION A—ACCOMPLISHMENT OF JOB REQUIREMENTS

ELEMENTS:	COMMENTS	OVERALL RATING (Check Only One)
<ul style="list-style-type: none"> •Quantity of work— •Completion of work on time— •Quality and accuracy of work completed— •Initiative in accepting responsibility— 		<input type="checkbox"/> FAR EXCEEDS NORMAL REQUIREMENTS
		<input type="checkbox"/> EXCEEDS NORMAL REQUIREMENTS
		<input type="checkbox"/> MEETS NORMAL REQUIREMENTS
		<input type="checkbox"/> MEETS MINIMUM REQUIREMENTS
		<input type="checkbox"/> FAILS TO MEET MINIMUM REQUIREMENTS

PERFORMANCE DIMENSION B—JOB KNOWLEDGE AND COMPETENCE

ELEMENTS:	COMMENTS	OVERALL RATING (Check Only One)
<ul style="list-style-type: none"> •Knowledge of work unit purposes, goals and duties— •Command of skills needed— •Commitment to improving— •Adaptability to new developments in job— 		<input type="checkbox"/> FAR EXCEEDS NORMAL REQUIREMENTS
		<input type="checkbox"/> EXCEEDS NORMAL REQUIREMENTS
		<input type="checkbox"/> MEETS NORMAL REQUIREMENTS
		<input type="checkbox"/> MEETS MINIMUM REQUIREMENTS
		<input type="checkbox"/> FAILS TO MEET MINIMUM REQUIREMENTS

PERFORMANCE DIMENSION C—JOB RELIABILITY

ELEMENTS:	COMMENTS	OVERALL RATING (Check Only One)
<ul style="list-style-type: none"> •Dependability and reliability regarding work instructions— •Pursuit of efficiency and economy in the use of resources— •Degree of need for supervision— •Efficiency in the use of time— 		<input type="checkbox"/> FAR EXCEEDS NORMAL REQUIREMENTS
		<input type="checkbox"/> EXCEEDS NORMAL REQUIREMENTS
		<input type="checkbox"/> MEETS NORMAL REQUIREMENTS
		<input type="checkbox"/> MEETS MINIMUM REQUIREMENTS
		<input type="checkbox"/> FAILS TO MEET MINIMUM REQUIREMENTS

PERFORMANCE DIMENSION D—PERSONAL RELATIONS

<p>ELEMENTS:</p> <ul style="list-style-type: none"> • Ability to get along with others in the work unit— • Contributes to the promotion of morale— • Accepts appropriate direction from superiors— • Contributes to productivity of the work unit— 	<p align="center">COMMENTS</p>
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OVERALL RATING (Check Only One)

FAR EXCEEDS NORMAL REQUIREMENTS

EXCEEDS NORMAL REQUIREMENTS

MEETS NORMAL REQUIREMENTS

MEETS MINIMUM REQUIREMENTS

FAILS TO MEET MINIMUM REQUIREMENTS

PERFORMANCE DIMENSION E—COMMUNICATIONS SKILLS

<p>ELEMENTS:</p> <ul style="list-style-type: none"> • Comprehension of oral and written directions— • Ability to communicate orally and in writing— • Ability to listen and absorb new forms of information— • Knowledge and use of correct means and channels for the communication of notices, complaints, etc.— 	<p align="center">COMMENTS</p>
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OVERALL RATING (Check Only One)

FAR EXCEEDS NORMAL REQUIREMENTS

EXCEEDS NORMAL REQUIREMENTS

MEETS NORMAL REQUIREMENTS

MEETS MINIMUM REQUIREMENTS

FAILS TO MEET MINIMUM REQUIREMENTS

List Assignments:	Deadline:	On time?	Completed?	Comments:

SUMMARY REMARKS:

Evaluation prepared by: _____



EDITORS EVALUATION

ROB MELTON
WILSON HIGH SCHOOL
PORTLAND, OREGON

NAME _____

PERIOD _____ DATE ____/____/____

Instructions for preparing a report focus on goal-setting and evaluation of how well the goals were met

- A. **Instructions:** Prepare a report which covers each of the areas below. Pay particular attention to setting goals for each issue and whether they were achieved. Provide constructive criticism on this issue. Be sure to set goals for next issue.
1. Goals established for this issue.
 2. Were goals achieved? Why or why not? Explain.
 3. Work you did this issue.
 4. Your evaluation of this issue.
 5. Goals established for next issue.
- B. **Complete** the Staff Evaluation form for each staff member with whom you worked this issue, noting:
1. The assignments s/he was given.
 2. Whether the assignment was turned in on time.
 3. Whether the assignment was completed or required additional work.
 4. List Page Editor responsibilities as an assignment, noting the above.
 5. Any other comments you may have about each assignment.
 6. Complete Performance Dimensions A–E, providing praise and/or constructive criticism which will help staff members improve their performance on the next issue. Be sure to provide each staff member with concrete, practical and realistic suggestions for improvement.
- C. **Grading** is ultimately the responsibility of the instructor; however, editors and managers provide essential information to the instructor on which he bases each staff member's grade: whether deadlines are met and stories completed; whether beats are done; how many ads are solicited, number of ads and inches sold; and whether pages were dummied and pasted up on time. Since these areas represent more than one-third of a staff member's grade, your report must be absolutely accurate and fair. Confer with the person you are evaluating to make sure the record is accurate and that they have had a chance to explain their side of the story. An evaluation should always be completed according to a standard of objective criteria. Refer to the Statesman Staff Qualifications & Job Descriptions manual to review the criteria.
- D. **Your grade** as an editor or manager will be based on how well you complete the requirements spelled out in this instruction sheet and in the job descriptions manual, how effective you are as a leader, and the quality of written and graphic work which you complete for each issue. Lack of significant contributions as a writer, designer or leader may lead to your removal as an editor or manager.



NEWSPAPER STAFF EVALUATION

STUDENT NAME _____ Issue No. _____

32-36 A
23-31 B
14-22 C
5-13 D
0-4 F

Grade:

1. Quality: Attach originals or a copy of all stories, photos and graphics, including unpublished work.

3=A
2=B
1=C

=

Story/Photo/Graphics	QF

Fill in all boxes except those that are shaded. You must attach your supporting materials to this work-sheet. The instructor will assign Quality Factor scores and calculate your final grade for this issue.

2. Number of:

Stories _____ (including briefs)

Photos _____

Graphics _____

3=A
2=B
1=C

=

3. Advertising:

Advertisers solicited	Sold	Inches	QF

=

Solicited Inches

2=A 8=A

1=C 4=C

0=F 0=F

Quality

3=A

2=C

1=F

4. Deadlines: Attach Staff Evaluation form to worksheet after conference with editor.

All=A
Some=C
None=F

=

5. Beats: Attach Beat Report to worksheet.

All=A
Some=C
None=F

=

6. Ideas: Attach Story & Layout Ideas materials to worksheet.

4=A
3=B
2=C
1=D

=

7. Reading: Attach completed Reading Report to worksheet.

2=A
1=C
None=F

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QUALITY FACTOR

ROB MELTON
WILSON HIGH SCHOOL
PORTLAND, OREGON

What is a quality factor?

A Quality Factor is a final evaluation by the instructor of the level of quality achieved in a given piece of work. The Quality Factor is based on the copy you turn in for publication. Only attach a copy of the story you turned in for publication. Generally, the effort you invest in carefully researching and preparing material for print are the best determiners of successful writing.

Exceptional work

3=exceptional work. In addition to following the principles of the content area, this work transcends a mastery of its components. It exhibits a personality, appeal or distinctiveness all its own.

Good work

2=good, solid work. It follows principles of the content area. Care is taken in preparing material for publication.

Mediocre work

1=mediocre work. It does not consistently exhibit principles of the content area. It may need extensive work. Preparation for publication is incomplete or careless, exhibiting a low level of achievement.